Instructional Leadership Teams Continuum

ILT Definition:

+ An ILT exists to learn about and employ whatever instructional strategies and interventions are necessary for all children within a school, and district, to attain academic success.

+ The team originates with a principal and a core group of stakeholders committed to clearly defined goals, measures and expanding the responsibility for student academic success to all in the school community.

+ ILT members operate in an interdependent and collaborative manner using data and problem solving strategies to drive its decisions.

Essentials of an ILT	1	2	3	4 Exemplary Practice
COMMON UNDERSTANDING The extent to which a school knows about and agrees upon the purpose and practice of an ILT. **(The What and Why of an ILT)**	There is limited or no knowledge of an ILT, its purpose or practice. The school may have labeled an existing structure as an ILT but neither the leadership nor the team exhibits in depth knowledge of the purpose or practice of a high-performance team.	The school has made some movement toward identifying the purpose and practice of an ILT by identifying, and participating in professional learning opportunities.	The school is working toward full implementation of its ILT. There is public conversation about the purpose and practice of the ILT. There is evidence of agreement and common language about the purpose and practice of the ILT. The school is beginning to determine the need for additional professional learning opportunities.	The school routinely communicates the purpose and practice of its ILT. There is agreement and common language among staff about the purpose and practice of its ILT. Further the school seeks and creates appropriate professional learning opportunities to refine ILT knowledge and practice.
COMMON EXPERIENCE The extent to which the school identifies and uses appropriate practices that are focused on results. **(What is the work of an ILT?)**	No effort has been made to identify preferred practices for a school's ILT.	A process for focusing on results has been identified by members of a school's ILT.	Members of the ILT are working together to understand and internalize the new process. They experience a sense of ownership in this new way of thinking and working together. The ILT begins to see the application of this process to the school improvement plan and professional learning experiences.	Members of the ILT develop and implement a plan for routinely sharing experiences and processes. ILT routinely articulate their purpose, practice and focus on results by making the work and progress toward stated goals public. There is public and ongoing evidence of trying to reduce the discrepancies between the conditions and the current reality.)

ENGAGEMENT The extent to which the professional behaviors of an ILT are embraced by the school staff. (Who owns the work of an ILT?)	The school has not identified a need for an ILT nor made an effort to address the professional behaviors of an ILT.	The school has made an effort to address the elements of an ILT, but has not involved a critical mass of participants.	The school has made substantial effort to embrace the elements of an ILT and has attracted to the effort a key group of participants who are beginning to modify their practice. Structural changes are being made to align with core beliefs.	The purpose, outcomes, and practices of an ILT are collaboratively agreed upon, widely shared and deeply embedded in the team's culture (the way they do things). The ILT represents a driving force in the daily work of the school. The function, participation and behaviors of an ILT are internalized in policy and practice to the extent that the ILT will survive changes in personnel.
CONDITIONS OF SCHOOL CULTURE The extent to which the "how we do things" is made public and results in the reduction of discrepancy between what is said and what is done. (What is it we do as an ILT and how is it done?)	The members of the ILT have not moved beyond initial membership to articulate behaviors in which they are prepared to engage in order to establish new cultural norms. The focus may be on what other groups must do to improve results.	The members of the ILT have begun to internalize the behaviors in which they must engage in order to impact their work and the cultural norms of the school.	The members of the ILT have internalized the behaviors necessary to alter the cultural norms of the school. Members are making serious efforts to promote such behaviors in ways that advance the purpose, practice and focus on results. Practices and cultural norms that are inconsistent with these new ways of working are confronted in public and professional forums.	The core beliefs of an ILT are embedded in the cultural norms of the school. These norms are public and subject to on-going scrutiny. They are intentionally made public to new staff and members of the school community. The norms influence all policy, procedures and practice as well as the day-to-day decisions of all school staff.
EFFECTIVENESS The extent to which school structures enable continuous improvement and the focus on results. (How do we know what we are doing is increasing student achievement and adding value?)	Little or no effort has been made in establishing and defining structures that support achievement goals focused on student learning.	Staff members have participated in a process to establish goals, but the goals are typically programs or projects to accomplish. Or, they are written so broadly or lack enough specificity that they become impossible to measure. There is no evidence that these goals influence instructional decisions or practices in any meaningful way.	Staff members have worked to establish long-and-short-term improvement goals for the school. The goals are public and clearly communicated. ILT Assessment tools and strategies have been developed and implemented to measure progress toward the goals.	Members of the school's ILT routinely pursue measurable goals designed to increase student achievement and inform practice. This process of professional responsibility becomes the expectation of the school staff. Therefore, school policy and structure support such processes and practices for the ILT and other staff. Goals are clearly linked to a school's performance measures, internally and externally identified. ILT members and other staff demonstrate a willingness to identify and pursue challenging stretch goals because the support and structure allows then to do so.